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The Eastern Education Journal is a quarterly Journal published at Charleston, Illinois, dedicated to better information on education.

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FROM THE EDITORS:

TO PUBLISH OR PERISH

Whether this issue is published or not is a decision which will have to be made by the University administration in light of the austerity program following Governor Ogilvie's plea for fund cutting.

If you read this it will indicate that there is, indeed, hope for survival for our modest journal. This has been the only offering by our institution to give voice to faculty in the broad area of education. This issue includes articles on a variety of topics but in the interest of economy excludes the usual book reviews.

These next few months will be a struggle to keep the idea of a journal alive. If we fail to publish this and the spring quarter issue we may well never publish again. A voice once stilled is difficult to revive.

Perhaps words of encouragement from you, our readers, might help in getting subsequent issues into your hands. No filth, no smut, just lack of money plagues us.

R.V.S.

A REVIEW OF SEVERAL THEORIES OF LEARNING AND THE IMPLICATIONS FOR TEACHING

Carlos Taylor

Since the turn of the century several important theories have been advanced by psychologists, educators and scientists as to how individuals learn. Some of these theories have received wide-spread acceptance, while others have been discussed, examined, and then discarded. Each of the theories has resulted in some change in educational practice and each theory may still have many practicing disciples in the schools of today.

Research studies continue to show that the teacher's background of experiences strongly influences his approach to his job. The students are strongly influenced by the approach to the teaching task and by the teacher's beliefs and ideas. Thus it becomes important for each educator to look closely at his beliefs about and his understanding of the teaching-learning process.

He needs to consider:

> What are the theories of learning behind our present practices?
>
> Why are some of these theories no longer adequate?
>
> How can theories based on the more recent findings of psychologists and educators be translated into curriculum practice?

THE MIND-SUBSTANCE THEORY OF LEARNING*

The basic premise of this theory is that mind and body are entirely separate. The mind exists and can be trained

and improved independent of the body. Rousseau believed that learning could best be accomplished by separating the learner from society as learning came from within and was hindered by the distractions of everyday life. This theory assumed that the material to be learned was constant, unchanging and not necessarily related to ordinary activities of life. Thus, a person wishing to be educated had only to read the "best books" (the classics) and to dwell on the thoughts or ideas of the "masters" of the past.

Another tangent taken by this theory is that of formal discipline. Under the theory of formal discipline the mind can be compared to a muscle which can be best developed by exercise. Just as heavier weight can better develop the muscles of the arm, so harder subjects can better develop the muscle of the mind. The subject need not be of a practical nature to serve the purpose. An example of this might be the study of a difficult foreign language undertaken not with any ideas of practical use but because it is hard mental exercise.

THE MENTAL STATES THEORY OF LEARNING*

Under this theory the mind consists of sense impressions and memories of previous sense impressions. The primary job of education is to build up a varied background of experiences because the mind is composed of these experiences.

This theory is most frequently associated with Herbart and his "Five Steps of Learning." These were (1) preparation, in which the teacher awakened the mind by recalling previous related experiences; (2) presentation, in which the material to be learned was presented; (3) association, in which the new material was combined with previously learned material; (4) generalization, in which general conclusions could be drawn; and (5) application, in which the generalizations could be applied to specific situations.

This plan for teaching was a step forward from the limited curriculum of the mind-substance theory of learning in that it took into consideration the past experiences of the learner and made him an active participant in the learning process rather than a passive recipient. It demanded a better trained teacher and use of a wider variety of materials.

One can easily see that this theory is one that is in widespread use today. Let us, however, look at some of its limitations.

(1) The learning situation is entirely teacher directed and planned
(2) Our experience with children shows us that learning does not always proceed in the order of the five steps. For example, there may be times when application and presentation could be introduced simultaneously.
(3) No consideration is made for problem-solving.
(4) It assumes that the children in a class will have uniform background experiences.
(5) No recognition is made of individual differences in children.

THE BEHAVIORISTIC THEORY OF LEARNING*

The psychology of behaviorism does not concern itself primarily with an explanation of the mind as there is no need for a mind in its description of the learning process. Learning to the behaviorist is nothing more than the building of neural pathways so that the nervous system will respond correctly to an applied stimulus. Because of this emphasis upon stimulus and response, it has become known as the S-R theory of learning.

Some of the more important experiments in connection with this theory were conducted by Skinner and Pavlov.

Probably the best known experiment performed by Skinner concerned the Skinner box in which cats were trained by stimuli to repeat certain activities to assure themselves daily meat. Pavlov's dog, a classic example, was strapped into an observation platform and a device attached to measure the flow of saliva. Appropriately stimulated by a bell preceding food, the dog reached the stage where he salivated upon hearing the bell. From these and other experiments, a theory was developed that for every stimulus there was a response. These responses are either inborn or learned. Certain reflexes such as withdrawal from pain are inborn. Pavlov's dog and Skinner's cats demonstrate trained response.

Thorndyke, Watson, and other behaviorists translated these findings into a theory of learning. Under their direction, learning became primarily concerned with the establishment of certain responses to certain stimuli. Some school practices which resulted from this theory of learning would be:

Drill for the purpose of developing proper responses regardless of understanding.

Trial and error method was ruled out because making a mistake might develop an improper response.

No individual differences in children were considered.

Learning was very formal and entirely teacher-directed.

If we accept this theory of learning, how can we account for differing response to the same stimulus even when the group has undergone the same training? Why do we not always respond in the same way to a certain stimulus? Why does a child who has been successful in "learning"

the multiplication tables through drill sometimes find himself unable to solve a problem involving multiplication?

NEWER THEORIES OF LEARNING

We must be cautious in any discussion of newer theories of learning as it is quite easy to reject completely all the ideas of the above mentioned theories. We know, for example, that there is truth in Herbart's idea of the effect of previous sense impressions upon new sense impressions and also that there is much that is good in the five steps of learning. Neither can we discount stimulus and response. But we need to re-examine these ideas in light of the newer theories of learning.

Much of the research which backs these newer theories of learning has centered around studies in perception. The Ames experiments, performed at a number of school centers throughout the country, give additional information on the subject of learning. One of the experiments describes a subject who is taken into a completely darkened room. A line of light about eight inches long is shown. Two other lines are shown and the subject is asked to report what he sees. As the subject continues observing the lines, the instructor asks him to add to his thinking the two words "telephone poles". Think what has happened. Context has been added where there was none, a context likely to be within the experience pattern of most of the subjects. When the instructor asks the subjects to stop thinking of telephone poles and to think of the lines simply as lines, the subjects are unable to do so. It has become impossible to eliminate perspective from the lines. The elements of a new situation and a familiar situation have become fused.

Studies in physics have shown us that everything is interrelated and that it is impossible to examine anything except within a context.

In light of these findings in physics and psychology a different definition of mind is required. Mind is now considered to be the perception of our experiences in their interrelatedness. Variations of this general theory have taken such names as "field theory", "Gestalt psychology", and "transactionalism." We can explore a few general implications:

(1) If we believe that all material to be learned exists in an interrelated context, it would seem unnecessary to isolate the material for presentation and then attempt to replace it in its context in the generalization and application steps as described by Herbart. For example, is it best to teach children individual rules for punctuation and then teach them to use punctuation in writing? Or should such rules be taught in relation to their use in writing?

(2) If a learning situation is thought to involve many interrelated factors, we can no longer speak of one particular stimulus and response. There will be many learnings involved in every situation. For example, while children are busy memorizing facts about a country, are they also learning to dislike social studies?

(3) If the mind is considered an active force, it can no longer be thought of as a passive object to be exercised like a muscle or filled like a container. The child learns through his experiences, through his mistakes as well as his successes. It would seem that the technique of helping children work through problems, giving them opportunities to make choices, explore alternatives and evaluate outcomes is better than having them memorize correct answers or learn isolated mechanics.

(4) If we regard the child's mind as actively engaged in finding new relationships, then we also need to think of the creative possibilities of such a force. We must realize that the facts we know today will be, to a great extent, outmoded when our elementary school children reach maturity. We must, therefore, be careful not to stifle the child's imagination or limit his thinking to those things that we know to be true today.

(5) If we believe that students are individuals as a result of their heredity and as a result of their environmental experiences, we cannot expect all children to perceive a learning situation in the same way. A teacher believing this must make varied approaches to subject matter, must vary teaching techniques, and must expect and welcome varied response by the students.

(6) The newer theories of learning emphasize most of all that students are active, thinking human beings--not passive sponges who soak up what is taught. Therefore, students must be a part of planning, directing, and evaluating learning experiences.

*The names of the several theories used in this paper have been taken from the book, How We Learn by Boyd H. Bode.

SEEDBEDS OF POTENTIAL:
Interinstitutional Graduate Programs in Home Economics

Mary Ruth Swope

Lest the title of this article become an obstructive "semantic trap" in the path of the reader, a word of definition is in order. A "seedbed" is a fertile plot of soil in which seeds or seedlings are rooted; potential means "possessing inherent capacity for development or accomplishment; having latent force . . . ."

The figurative use of the phrase "seedbeds of potential" is being applied in this instance to the search for ways of helping to solve the personnel shortage in Home Economics, especially the need for those with advanced degrees. Where, then, are some ideas and resources presently unutilized by home economists that could be harnessed for great accomplishment? But first, a word of general background information.

The extent and nature of the shortage of Home Economics personnel in institutions of higher education was brought into sharp focus in a National Survey conducted in 1966 with 310 of slightly more than 400 institutions reporting. There was a total of 169 full-time, unfilled positions for instructional staff alone. This represents a 7 percent deficit of staff without considering shortages in Extension and Research staff or in career areas other than college and university programs.[1]

Confounding this problem is the fact that the profession of Home Economics is primarily a woman's field. College graduates in Home Economics, the great majority of whom are married (and engaged in a dual or triple or quadruple

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[1]For more information regarding the need in Home Economics for instructional, extension, and research staffs in institutions of higher education, refer to The Journal of Home Economics, Vol. 59, December, 1967, pp. 765-768.

role) have a set of special needs in regard to continuing education; they are less mobile, less flexible, and more restricted in their activities than are single women - even single, employed women.

These characteristics could be classified as deterrents to graduate education. Other deterring factors have been consistently identified by potential students themselves as follows: (1) inaccessibility of graduate school, (2) homemaker/career role interfered, (3) children interfered, and (4) finances interfered.

Educators and administrators of college programs have done very little to recognize the special needs of women for graduate education. Rules and regulations show considerable deference for the single, mobile person and often for the male student. Therefore, some of the unnecessary and unjustifiable hurdles to graduate education for women must be eliminated - if only on an experimental basis to test the feasibility of such changes.

Concomitant with this is the fact that there are significant numbers of potential graduate students among our young, married, employed women college graduate home economists. A recent study of 296 potential graduate students in Illinois revealed that 53 percent of these women would be "greatly interested" in pursuing study toward a master's degree if a way could be found to combine traditional methods of teaching with independent study at home.[2]

Therefore, the author presents for your consideration three seedbeds of potential for helping to solve the shortage of personnel with advanced degrees and will give a brief rationale in support of their use. They are:

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[2]Swope, Mary Ruth, "An Interinstitutional Graduate Program in Home Economics Education," unpublished study completed in November, 1968, Eastern Illinois University, Charleston, Illinois 61920.

1 - The employment of interinstitutional cooperation (hereafter referred to as IIC) in offering graduate programs in Home Economics.
2 - The use of educational technology in creative ways for offering graduate education to women college graduates.
3 - The designing of innovative graduate programs (employing #1 and #2 above) that will enable larger numbers of our untapped resource of graduate students (housewives, mothers of young children, employed women) to pursue advanced training.

Immediately a number of questions arise:

1 - Has a precedent been set for IIC in offering graduate programs? If so, in what fields of study?
2 - What are some of the hurdles to be overcome in IIC programs?
3 - What kind of educational technology could be harnessed for this purpose?
4 - What advantages and disadvantages can accrue from the use of educational technology for this purpose?
5 - Is such an idea economically feasible?
6 - Does Home Economics have a significant untapped resource of graduate students?
7 - What are some of the characteristics of these potential students?

Seedbed of Interinstitutional Cooperation

From a study of recent professional journals in the field of education, it is apparent that many educators believe IIC is imperative and that self-sufficiency of even the large

and prestigious institutions is an obsolete phenomenon. There are prolific evidences in the literature of vast numbers of productive alliances of institutions for achieving of educational goals at all levels of learning -- including graduate education.[3] A study conducted by Raymond Moore for the U.S. Office of Education found that in 1966 over 1,100 institutions participated in such arrangements, ten times as many as in 1961.[4]

Dr. Blair Stewart reported IIC in graduate programs in almost every conceivable field of study except Home Economics.[5] Marine Biology, Biology, Physics, Chemistry, Humanities, Teacher Education, Nursing, Veterinary Medicine, Library Science, Economics, Physical Education are only a few examples of areas in which there is IIC. A thirteen-year IIC program of graduate studies involving 300 students and 100 faculty at Claremont Graduate School-Occidential-Redlands has been recently evaluated as follows:

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[3]For many examples of such IIC graduate programs, refer to the March 1968 Liberal Education, pp. 30-40, Proceedings of the 54th Annual Meeting of the Association of American Colleges, Theme of the Meeting: "Cooperation Among Institutions: Achievements and Expectations."

[4]Ibid., p. 20.

[5]Blair Stewart, IIC, North Central Association Quarterly, Winter, 1966, pp. 295-302.

[6]H. R. Kells and C. T. Stewart, "An Experiment in Inter-Collegiate Interdisciplinary Doctoral Study", The Journal of General Education, Vol. XX, April, 1968, pp. 1-12.

"1 - A reasonably effective process
2 - a successful product (research & teaching rated by employer)
3 - satisfied customers (Ph.D. candidates themselves)."

This experience has indicated that "any successful intercollegiate effort demands of each institution a high and continuous commitment and requires vigorous and dedicated administrative leadership."[7]

Also typical of the IIC agreements in graduate education are those of long standing exchanges between the Big-Ten Universities and the University of Chicago - referred to as the CIC (Committee on Institutional Cooperation) for graduate and research purposes. The number of students involved in this venture has grown annually since 1963.[8]

Despite the vast numbers of IIC graduate programs already in operation there is plenty of evidence to show that these endeavors bring into sharp focus a wide range of administrative problems. There will arise operational problems. Some of these will relate to fiscal maters. Who will finance the project - regular university funds, foundation grants, grant contractor or a combination of these? Will tuition be a problem? Will universities exchange funds? There are many other questions relating to fiscal policy that would need clarification. There will be administrative problems. Communication has often been mentioned as the preeminent heckler! (Is this unusual?) Who awards the degree? Must calendars of the cooperating universities coincide? Will a special administrator for IIC be needed

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[7] Ibid., p. 11.

[8] Irwin Abrams, "IIC in International Studies", Liberal Education, Vol. LIV, March, 1968, pp. 20-29.

in every school? Will faculty loads be lightened to accommodate innovative courses? Will students in these programs require special counseling? IIC programs test and tax the ability of faculty to work cooperatively. Who handles negative relationships problems?

These and many other questions and problems will arise if and when the under-exploited area of Home Economics engages in IIC in graduate education. What is more important than these, however, is the fact that home economists must find new ways of achieving efficiently and effectively those educational goals which at the present time are being met with only modest success. Hopefully, the maximum use of resources within an inter-, intrastate or regional IIC program could enhance the possibility of our significantly increasing the numbers of highly trained home economists with advanced degrees.

Creative Use of Educational Technology

A second potential seedbed containing latent power is that of the creative use of educational technology in the field of Home Economics.

There seems to be substantial agreement that this is a period to innovate, experiment, and to test the feasibility of new ideas. There also seems to be solid psychological bases for new methods of teaching - methods that involve the use of "hardware" (mechanical aids such as computers, television, audio-tutorial equipment, tele-lecture systems, programmed teaching laboratories, movie projectors and the like.)[9] Many of these teaching devices can change the

[9]Abundant support for this statement came through reading: "A Selected List of References on Use of Technological Aids in Home Economics" as distributed at the National Council of Administrators of Home Economics Annual meeting, February 11-16, 1968.

organizational and operational forms of educational programs by surmounting the problems of distance for teaching and also by obviating the necessity of movement of students, faculty, and administrators. The new technology will certainly not render all traditional policies and procedures useless but rather will facilitate the linkages and expand the horizons of IIC, making feasible today what was impractical or impossible yesterday.

The specific example being presented as a seedbed of potential in the field of Home Economics is the new and creative use of technology, combined with traditional methods of teaching, to take graduate education to the woman college graduate in her home or to a university-sponsored-satellite-center near her home. It is conceivable that a graduate program could be planned in such a way as to make maximal use of the "master teachers" in a given state by making available their courses (the "software") through computer assisted instruction, instructional television, audio-tutorial equipment, tele-lecture, or any combination of these and other media already mentioned. These courses could be administered, monitored, and evaluated by approved graduate staff at any of the cooperating institutions in the state These same "local" staff members could conduct traditional classes intermittently during the semester to diagnose, prescribe, evaluate, and extend the learning by machine teaching. Dialogue, considered so valuable in graduate education, could be encouraged through seminars, lectures, study progress reports, visiting lecturers. Time for testing, of course, would be considered essential.

Such a program offers many advantages to the student:

1. First and foremost, perhaps, it makes graduate education possible when otherwise it would be impossible.
2. It provides freedom for the student to progress at his own pace and in a responsive environment; education can be more personalized.

3. It saves travel time and travel costs. An "hour-each-way" of travel time (which hundreds of students consider feasible) could mean two hours of valuable study time without the emotional and physical drain encountered in driving or riding.

There are concomitant disadvantages to the use of educational technology in teaching that are glaring and bothersome. Three will be mentioned here.

1. First and foremost, perhaps, is the negative attitude, as opposed to an open-minded acceptance, on the part of teachers. There may not be any spontaneity, feeling of urgency, or even rationality in the teacher's behavior toward making a change in teaching methods. This whole idea cannot be pursued without the full support and participation of graduate faculty.
2. There is the difficult dimension of finances. Equipment costs money; installation and maintenance of it costs money; preparation of "software" costs money; administering a program, especially a new program, can be costly.
3. Technological devices are often temperamental and subject to mechanical failure requiring the services of a trained repairman. This service, and therefore expense, must be built into the original design of the project.

Although these disadvantages could be of a magnitude sufficient to preclude the designing and initiating of an IIC graduate program in Home Economics, they do not assure such. It is clear to the author that if the imaginations, energies, and skills of professionals in other fields of endeavor in higher education can successfully surmount

all obstacles to IIC programs (some of which employ the use of "hardware") so can home economists. Perhaps we have our proportionate share of remarkable women on the scene, women who are committed by conscience and tradition to strengthening the profession of Home Economics. If these women can be motivated to see that present programs in graduate education are not meeting the desperate need for larger numbers of highly qualified professional workers with advanced degrees in Home Economics then perhaps they can be motivated to mobilize to initiate a program such as the one being proposed here. To continue on our present course, it seems to many, is to "meet doom by natural processes."

But, you ask, if such a program could be designed and implemented are there adequate numbers of highly qualified potential graduate students who would be interested in enrolling?

A partial answer follows.

Untapped Resources of Graduate Students

When the Illinois Council of Home Economics Administrators in 1967 first considered the possibility of an IIC graduate program in Home Economics Education, the point was made that possibly there were only small numbers of potential students for such an endeavor. To clarify this (and other questions) a committee was appointed. The following facts are a result of a study now under completion by the author, who was the chairman of the Committee:[10]

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[10]Support for this statement may be found in a study entitled, "An Interinstitutional Graduate Program in Home Economics Education" which will be available in March, 1969, by writing to the author at Eastern Illinois University, Charleston, Illinois 61920.

A questionnaire was designed and mailed on June 27, 1968, to 547 recent college graduates from six Illinois institutions offering at least a baccalaureate degree in Home Economics. (All institutions in this category were asked to cooperate.)

There was a 63 percent return of questionnaires; 296 were useable in the tabulation. All responses to items were converted to IBM score sheets and mechanically processed to determine tallies and percentages. Separate tallies and percentages were run on selected items, using the correlates of marital status, age, number of children, type of institution awarding baccalaureate degree, undergraduate major and number of years since baccalaureate degree.

The findings that have most relevance here are:

Personal Data of Respondents

1. Twice as many respondents were married (62.2 percent) as single.
2. 61 percent of the respondents were under 25; nearly 90 percent were under 35.
3. 67 percent have no children; 26 percent have from 1-3; nearly 4 percent have 4 or more.

Educational Background of Respondents

1. 52 percent received their baccalaureate degree from State Universities other than land grant; about 1/4 graduated from land grant and/or private colleges.
2. Nearly 80 percent received a Bachelor of Science in Education degree.
3. 63 percent majored in Home Economics Education; another 23 percent majored in general Home Economics; 8 percent in Foods and Nutrition; 5 percent in Clothing and Textiles.

4. Less than 10 percent had earned 10 or more semester hours beyond the bachelor's degree; less than 5 percent had earned 10 or more quarter hours.

Work Experience of Respondents

1. Nearly 1/3 of the respondents had no work experience in Home Economics; nearly 60 percent had worked from 1 to 5 years; 3 percent had worked 6 or more years.
2. 55 percent had had some work experience outside of Home Economics; 52 percent of these reported 5 or less years of experience.
3. The three fields of teaching, extension service, and dietetics or food service, account for 65 percent of the employed respondents.

Educational Aspirations of Respondents

1. Nearly 64 percent had seriously considered working toward a master's degree; 5 percent already had one; 11 percent were working on one.
2. 53 percent would be "greatly interested" in taking graduate courses to be applied toward a master's degree if they could do most of the study at home; 39 percent would be "moderately interested"; 8 percent "would not be interested." (Only 2 of the 296 respondents left this question blank.)
3. 39 percent expressed "little felt need" to brush up on undergraduate courses before and/or paralleling graduate study; 29 percent felt a moderate need; 5 percent felt a great need.

4. The respondents' preference for a field of graduate study, in ranked order, was:

	Weighted Score
Home Economics Education	418
Child Development and Family Life	338
Clothing and Textiles	337
Foods and Nutrition	216
Family Economics and Home Management	138
Dietetics or Institutional Management	97
Others	71
Rehabilitation	23

Long Range Career Aspirations

1. Respondents listed the following, in ranked order:

	Percent
High School Teaching	26.7
Home Economics in Business	18.2
Junior College Teaching	17.6
Have none, really	16.2
College or University Teaching	14.9
Dietetics	4.7
Cooperative Extension Service	3.7
Public Health and Welfare	3.0
Not sure	1.4
Other	11.5

Respondents were asked to react to a set of questions designed to help administrators understand some of the factors to be considered in designing an IIC program. The questions, along with responses, follow:

1. How many miles would you be willing to commute for classes if these classes were held four times during a quarter (five times on a semester basis)?

Miles	No.	Percent
0-24	99	33.4
25-49	78	26.4
50-60	80	27.0
More than 60	27	9.1
Would not be willing to commute	4	1.4
Left Blank	8	2.7
TOTAL	296	100.0

2. How many times per quarter/semester would you be willing to commute to a campus for classes?

No. of times	No.	Percent
1-3	41	13.9
4-5	152	51.4
6-7	34	11.5
More than 7	46	15.5
Left Blank	23	7.8
TOTAL	296	100.0

3. If a nearby high school had appropriate equipment which you could use, would you be willing to use it?

Time	No.	Percent
At evening hours?	180	60.8
At irregularly scheduled hours?	123	41.5
At weekend hours?	119	40.2
During the day?	68	22.9

4. What hours would be most convenient to commute to a nearby campus for instruction by traditional methods of teaching?

Hours	No.	Percent
9-12 A.M.	96	32.5
10 A.M.-1 P.M.	52	17.5
11 A.M.-2 P.M.	37	12.5
12-3 P.M.	29	9.8
1-4 P.M.	31	10.5
2-5 P.M.	15	5.1
6-9 P.M.	120	40.5
7-10 P.M.	81	27.4
Any	4	1.4

5. What days of the week would be most convenient to commute to a nearby campus for instruction by traditional methods of teaching?

Day	No.	Percent
Wednesday	129	43.6
Tuesday	121	40.8
Thursday	120	50.5
Saturday	106	35.8
Monday	100	33.8
Friday	49	16.6
Any day	13	4.4

It can be generalized that prospective graduate students would accept a great deal of flexibility in regard to planning the physical requirements surrounding a graduate program of the nature suggested.

From this limited data it would seem feasible to postulate that the field of Home Economics does have a substantial seedbed of potential among our young, married, employed women. Our challenge is to design and implement high academic quality graduate programs that fit their particular set of needs.

Perhaps the salient points of this article bear repeating as a summary:

1 - There is a crucial need for persons with graduate degrees in Home Economics.
2 - Present graduate programs in institutions of higher education are not meeting (and if unchanged, are not capable of meeting) the special needs of women for advanced training and advanced degrees.
3 - The present major barriers to graduate education for women are probably not valid.
4 - A well-established precedent for interinstitutional cooperation in graduate education has been set; many subject matter areas have IIC programs in operation. (Home Economics is not one of these.)
5 - Solid psychological bases exist for the use of "hardware" in new methods of teaching; a school room with a teacher present is not essential to learning and/or instruction!

Graduate staffs in Home Economics should accept the responsibility of examining the possibility of combining IIC with the creative use of educational technology in offering high quality graduate education to our significant untapped supply of graduate students. Certainly this idea is not ahead of its time. Home Economics should accept the challenge of following other fields in offering innovative graduate programs.

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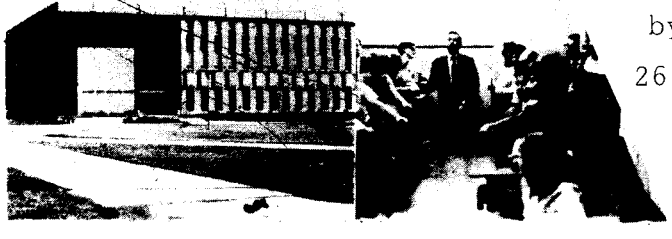

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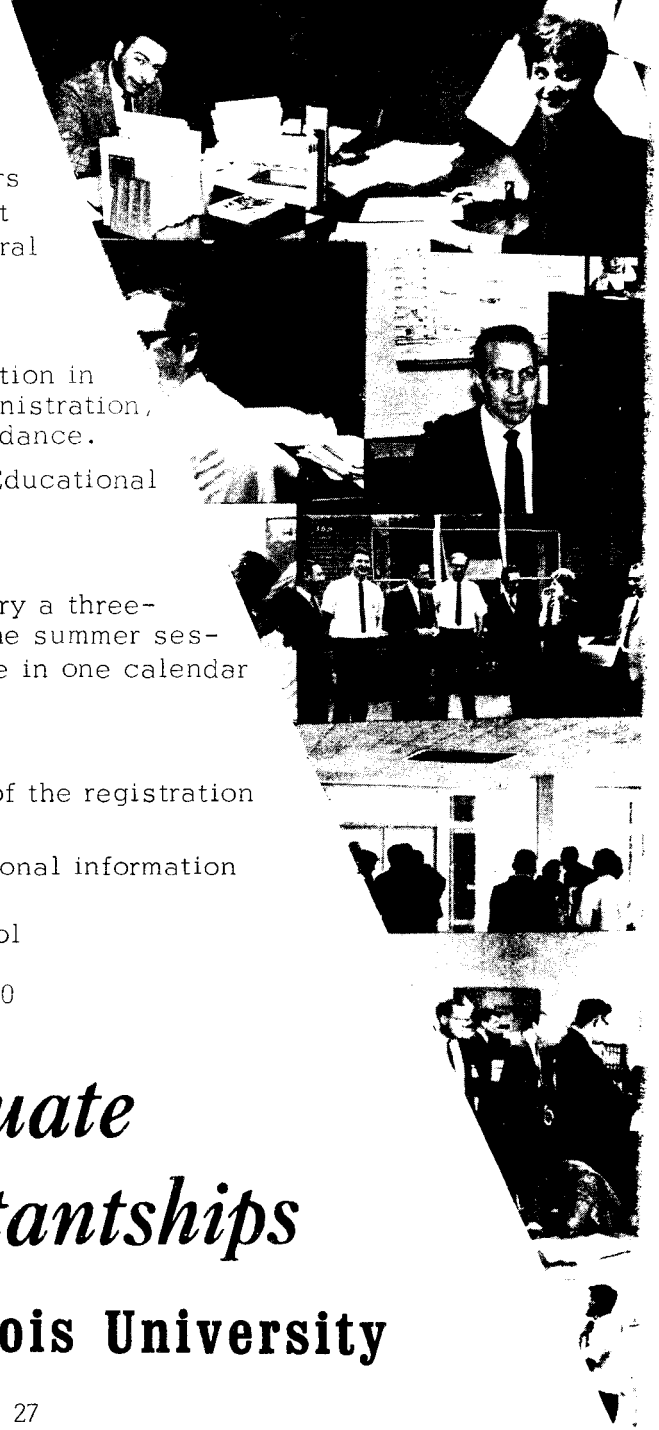

Graduate Assistantships

Eastern Illinois University

THE CONTINUING EDUCATION OF ENGLISH TEACHERS: A REVIEW OF THE NEEDS, CURRENT PRACTICES, AND RECOMMENDATIONS FOR THE FUTURE

Ronald M. Leathers

The past ten years in American education have been filled with numerous and massive efforts to develop improved curriculum designs and materials in the school subjects. Post World War II influences in the late 1940's, the Sputnik I incident in the late 1950's, and the increased involvement of the Federal Government in the early 1960's have wrought categorical effects upon the American school system. The positive or negative nature of these effects, however, is not always easily discernible.

One thing is certain; modern education is fermenting. This is a healthful fermentation, however, because it emphasizes change. It de-popularizes the term, self-satisfaction, and encourages school systems to experiment with and scientifically test new programs and approaches, accepting some and rejecting others.

The major reports of studies sponsored by such organizations as the National Science Foundation, the United States Office of Education, and the Ford Foundation advocate definite changes in curriculum and methodology. Many of these recommendations have become realities in the past eight years. All of the reports seem to underline one common recommendation--the need for "continuing education of teachers."

This must be a major concern of all persons who desire improvement in education. The "new math", the "new science", and the "new English" are realities in education today and the teacher must develop a plan for educating himself about them. It is inconceivable that a teacher can contend competently with the subjects taught in public schools today if he has had no formal schooling and done little reading in the professional journals in the past ten years.

A resourceful teacher is the most important single element for stimulating children's growth and maturation.[1] American schools need, in a general sense, more and better teachers. There are still those who believe that a given method or a given set of materials hold the greatest promise for the future. But an even larger group holds that the teacher is still the most important ingredient in the learning situation. If a good teacher teaches, no matter how adverse conditions are--materials, environment, and even an underdeveloped learner--significant learning will occur.[2]

Surely, both of these alternatives are true. At any rate, one should not be exclusive of the other. The latest curricular developments, it seems, can only be effective if they are utilized by dedicated, up-to-date, informed teachers who are familiar with recent curriculum designs and competent in their subject matter. William Alexander and Lloyd S. Michael in the publication, New Curriculum Developments, note that two major problems which education still faces are the lack of enough teachers who are skilled and interested in continuing inquiry for themselves and the lack of time and opportunity for teachers, who are interested, to continue studying. Alexander and Michael attribute many of the problems in new curriculum implementation to this "curriculum lag" and they place much of the blame for teacher inadequacies upon current teacher education practices.[3]

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[1]Jane Grant Mulry and Harold G. Shane, Improving Language Arts Instruction Through Research (Washington, D.C.: Association for Supervision and Curriculum Development, 1963), p. 8.

[2]William Jenkins, "The State of English Teaching," English Journal, 57: 428, March, 1968.

[3]Association for Supervision and Curriculum Development, New Curriculum Developments, A Report Prepared by the Commission on Curriculum Developments (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), pp. 97-99.

Unless we somehow find ways of educating teachers of teachers to the content and methodologies of new curricular practice, the promise of many of today's projects surely will be lost. "All courses taken by the prospective teacher need to be at least as intellectually stimulating as the courses he will later teach."[4] Probably of more immediate concern than pre-service curriculum and methodology programs, however, are those concerned with the re-education and continuing education of currently practicing teachers. As we see knowledge and method becoming obsolete at an increasingly rapid rate, we must realize that expanded programs of in-service education for professional growth for all teachers is in order.[5]

The schools are filled with teachers who are misinformed, uninformed, and disillusioned about current curriculum developments. Many of them have taken no formal course work in their respective disciplines in recent years and they lack the professional commitment to allow time in their busy schedules for self-education. The world of education must find ways of encouraging these teachers to develop the same skills and abilities in continuing education that they are supposedly encouraging in their own classrooms.

In the past fifteen years, much attention has been given to making the classroom teacher more effective. Teacher training projects, often with the support of government funds, have been undertaken. Among these are such significant undertakings as the NDEA summer institutes for training teachers and the two-semester advanced teacher education program sponsored by the U.S. Office of Education.[6]

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[4]Ibid., p. 99.

[5]Ibid.

[6]Katherine O. Aston, "Grammar--the Proteus of the English Curriculum," Illinois English Bulletin, 55: 1, November, 1967.

In the late 1950's and early 1960's, the bulk of this national attention and effort in teacher education was focused on instructors in the sciences, mathematics, and foreign languages due, probably, to the obvious international implications of current political, social, and scientific developments. Recent reviews indicate that tremendous strides were made in those academic disciplines in the re-education of teachers and the updating of curriculum.

Not until these programs were well underway and had shown evidence of certain success did the focus of attention center on the language arts curriculum. During the 1950's English educators had become increasingly aware of the many problems involved with the teaching of English in the public schools. New developments in English scholarship were pointing the way to the need for new content organization and teaching approaches. Logically, then, when the U.S. Office of Education established Project English[7] in 1961, and the federally financed campaign to upgrade the teaching of English was in full swing, much of the emphasis fell on English teacher preparation programs.

The several significant developments in the late 1950's which undoubtedly influenced the establishment of Project English are exemplified by the Conference on the Basic Issues in the Teaching of English held throughout 1958. Twenty-eight representatives of the American Studies Association, the Modern Language Association, the College English Association, and the National Council of Teachers of English met in three three-day sessions to identify what they considered to be the basic issues in the teaching of English throughout the schools, colleges, and universities.

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[7]Educational Resources Information Center, A Guide to Available Project English Materials (Champaign, Illinois: National Council of Teachers of English, 1968), p. vii.

The group identified fourteen basic issues in the preparation and certification of English teachers. Their report, The Basic Issues in the Teaching of English, was published as a supplement to the English Journal in 1959.[8] Another early publication of national significance is the 1961 report, The National Interest and the Teaching of English, published by the Committee on the National Interest of the National Council of Teachers of English. This report is considered as a vital step toward the improvement of English instruction in the nation's schools. The details of both these reports are readily available for the inspection of interested persons.

Unfortunately, these exemplary reports and many similar ones published during the last decade seem to emphasize the weaknesses in current English teacher preparation and means of bringing English scholars and educators together in preparing more meaningful, successful training programs for the prospective English teacher. But what of the many currently practicing English teachers in the nation's schools who, for a variety of reasons, have failed to keep their own abilities and preparation alert and up-to-date? Recent studies offer distressing evidence that programs for continuing education of English teachers are sorely needed.

At a time when there are developing across this nation a dozen new English programs based on recent scholarship and research in the study and learning of language, literature, and composition, the provision for continuing education in English will largely determine success or failure of all aspects of the program. To fail to provide for re-education of teachers before asking them to teach content that they do not understand is to foster misunderstanding, confusion, and failure. Unless the same professionwide energy now being expended on curriculum reorganization is

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[8]Alfred H. Grommon, "A History of the Preparation of English Teachers," English Journal, 57: 506, April, 1968.

directed to the task of re-educating teachers who must teach in revised programs, the full promise of the New English programs will never be achieved.[9]

The most recent comprehensive survey of 'high school English programs was conducted, for the most part, by members of the departments of English and education at the University of Illinois. The study was cosponsored by the National Council of Teachers of English. Data from the survey show that literature dominates the content of the typical English class and lecture and recitation dominate its presentation. The classrooms are teacher-dominated; recitation, with emphasis on factual recall, and lecture or demonstration occupies more than twenty percent of class time. Only a few teachers use group work or Socratic questioning. According to observers in these classrooms, students do not seem involved in the learning at hand.[10]

In preparation of their 1965 report, Freedom and Discipline in English, members of the Commission on English, College Entrance Examination Board, devoted five years to discussion and work with English teachers in schools throughout the United States. Their inescapable conclusion, after five years of thorough study, was that a high proportion, perhaps a majority, of English teachers know much less about their subject than they should know in order to teach it even reasonably well. The reasons for this are many, but it will only improve if efforts are made to improve training.[11] Obviously, this kind of improved training

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[9]Sue M. Brett (ed.), Supervision of English--Grades K-12 (Champaign, Ill.: National Council of Teachers of English, 1965), p. 10.

[10]James R. Squire and Roger K. Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, 1968), p. 44.

[11]Commission on English, Freedom and Discipline in English (New York: College Entrance Examination Board, 1965), p. 9.

solicits substantial programs in re-education and continuing education for practicing English teachers currently established in the profession.

Many English classes are taught by a person who, although often able and well-motivated, simply does not know English well enough to teach it satisfactorily.[12] In The National Interest and the Continuing Education of Teachers of English, a 1964 publication, a large sampling of English teachers, in rating high the value of a special methods course, implied their lack of familiarity with contemporary findings in the psychology of learning and in new developments in language learning.[13]

What of these contemporary findings and new developments in English scholarship and curriculum? What are they? What do they mean? In this discussion, they can only be categorized and identified in the most general terms.

A renewed emphasis in educational psychology with respect to the process of learning is emerging. The influence of linguistics on language study content is causing educators to re-emphasize the need for vital methods of instruction. The learner continues to learn best when his work has a purpose which has meaning that he accepts; he continues to learn through meaningful practice rather than abstract drill; he continues to learn best when a variety of methods and procedures are used. In some instances, new content is being introduced. In others, old content is being deleted or pruned, taught in a different order or in an altered

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[12] J. N. Hook, Issues in the Preparation of Teachers of English, ed. Raymond D. Crisp (Urbana, Ill.: Illinois Statewide Curriculum Study Center in the Preparation of Secondary School English Teachers, 1967), p. 44.

[13] Committee on National Interest, The National Interest and The Continuing Education of Teachers of English (Champaign, Ill.: National Council of Teachers of English, 1964), p. 7.

sequence, or introduced at different age levels. Sometimes classroom methods or strategies are changed as new interpretations of subject matter become accepted.[14]

A reconsideration of language study has begun. Increasing attention is being devoted to patterns of language instruction. Of these, the study of dialect has proved most successful. Other programs which have been implemented successfully in the English classroom concern lexicography, semantics, rhetoric, argumentation, and phonology. The new programs clearly view language as possessing a content involving theoretical considerations about the nature and structure of language, its history, and its variations. Because English teachers are not sufficiently informed about the varied aspects of language study, however, current new programs are often inadequate and confusing.[15] In order to communicate these new theories about the nature of language the English teacher must be able to instill within his students an ability to recognize the orderly, flexible, culturally derived and predictable changes that normally occur in language. He must help his students understand that "correctness" depends on the level of usage which a person needs and implements at a given time, and he must demonstrate the point that language is adaptable and takes its meaning from a particular setting in which it is used. Also significant in the development of language study in the classroom is a new recognition for the importance of oral language, and especially, kinesics.[16] The student in the English

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[14]Harold G. Shane, Linguistics and the Classroom Teacher (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), pp. 38-39.

[15]James R. Squire and Roger K. Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, 1968), p. 256.

[16]Shane, op. cit., p. 38.

classroom must learn the relationship of oral to written language; the use of oral language in teaching usage; clear, effective oral communication through class discussion; and the advantages of oral interpretation of literature.

The influence of linguistics is present in composition study, also. English teachers must begin to emphasize and analyze with their students the obvious link between oral and written English. They must begin to teach writing and de-emphasize sentence analysis and elimination of minor mechanical errors. Composition is the most difficult of pedagogical tasks and the newest trend is toward more direct instruction and experience in the writing process and away from the traditional error-oriented teaching based on mistakes in previously written compositions. The new ideas emphasize the difference between teaching composition and merely providing students with opportunities to write.[17]

In literature study, the current emphasis is on logic, or critical thinking rather than prosody. The new thought dictates that literary works should be approached through close reading and modern critical methods as opposed to historical and biographical approaches. Linguistic influences are present--dialectology, language evolution, semantics, literary devices, shades of meaning, and oral interpretation are meaningful, functional facets of literature study.[18] The anthology-survey type literary study is being de-emphasized in favor of the in-depth analysis.

At the level of training teachers in the new content and in the methods of adapting it to the classroom, teacher education programs are still very weak. The shortage of people at the levels between the investigators of particular

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[17]Squire and Applebee, op. cit., p. 253.

[18]Shane, op. cit., pp. 47-53.

languages and curricular patterns, and the classroom teacher are such that authorities are urging that the training of people at this level be given highest priority.[19] In the meantime, school systems must devote considerable time and energy to launching, or improvement, of programs for in-service, continuing education of English teachers.

English teachers need to become familiar with the new developments in the study of grammar and usage particularly, and they need help in the practical problems of relating such studies to other areas of the language arts. Few teachers recognize the natural bridge which language of literature can provide to linguistics. While interested in the advanced study of new grammars, few teachers have any real knowledge of them, substituting the functional approach in the classroom only because they have been made aware of the deficiencies of traditional school grammar.[20] English educators are often asked to talk about the "linguistic method" in the English classroom. There is no linguistic method of teaching; there are various known pedagogical methods which may utilize linguistic data.[21] This is typical of the kind of confusion and mystery which surrounds the presence of linguistics as a contemporary force on English education.

More factual evidence of the need for the continuing education of English teachers is abundant. Studies repeatedly reveal that the majority of elementary teachers receive inadequate pre-service education in English, especially in language learning and in the teaching of writing, speech, and thinking. The majority of today's baccalaureate majors

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[19]David Stryker (ed.), New Trends in English Education (Champaign, Ill.: National Council of Teachers of English, 1966), pp. 44-45.

[20]Squire and Applebee, loc. cit.

[21]Stryker, loc. cit.

planning to teach secondary English do not meet reasonable standards of preparation in the subject. For example, more than half of the majors still lack any background in modern English grammar and advanced composition. There is firm evidence that only fifty percent of all secondary English classes nationally are even taught by English majors. Stronger evidence of the need for continuing education in English is that twenty-five to thirty percent of the total English teaching force has not taken any course work in English or in education for the past decade.[22] The National Interest and the Continuing Education of Teachers of English reveals that the nonmajor, who needs it most, is the one most likely to avoid course work in English, even though it may be his major teaching assignment. He is also the one most likely to avoid professional associations in English, he seldom reads professionally, and he seldom attends professional meetings. As many as twenty-five percent of all English teachers may fall into this category.[23]

The 1964 report published further significant findings as follows:

90% of secondary teachers do not feel qualified to teach reading
67% of all teachers do not feel well-prepared in the oral skills
63% do not feel well-prepared in composition
48% do not feel well-prepared in literature
47% do not feel well-prepared in the English language[24]

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[22]Sue M. Brett (ed.), Supervision of English--Grades 7-12 (Champaign, Ill.: National Council of Teachers of English, 1965), pp. 4-6.

[23]Ibid., p. 6.

[24]Committee on National Interest, The National Interest and the Continuing Education of Teachers of English (Champaign, Ill., National Council of Teachers of English, 1964), p. 20.

These figures refer to the total experience in pre-service and in-service education of 7400 English teachers across the nation, half of whom have been teaching for at least ten years. In more than nine years of teaching English, the high school teacher averages, according to the report, only .4 semester hours of in-service coursework in composition and .7 semester hours in language, the two areas of greatest deficiency in their preparation. These figures concern the last decade--a decade during which major advances of linguists have noted the need for continuing education of teachers in the discipline.[25]

Such overwhelming evidence as this clearly indicates that both pre-service preparation and advanced college education must improve if the quality of English teaching nationally is to be strengthened materially. Recent research has also provided explicit data to support the long-held belief that one of the critical differences between excellent schools and poor schools is a well-educated faculty.[26]

It seems that part of the ineffectiveness of English supervision today results from the unwillingness of public schools to assume the responsibility for organizing programs of continuing education. The school systems are quite concerned with curricula, texts, and public relations, but they neglect the educational needs of those who would teach in English. In some locales, so little time is devoted to in-service education in English that one assumes such preparation is of concern only to the colleges. It is certainly a concern of the colleges, for tomorrow's teachers of English should be better prepared than those being graduated from teacher education institutions today. In the meantime,

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[25] Ibid., p. 32.

[26] Ibid., p. 167.

however, the profession must attempt to provide solid programs of in-service education.[27]

The types of in-service, continuing education programs which should be offered to English teachers are many. One of the most promising activities is the systemwide conference with English education specialists. Evidence indicates that college supervisors and professors would be willing to participate in such programs, but they are reluctant to initiate them. Ironically, they seem to be awaiting invitations. The program should include regular scheduling of lectures, panel discussions and demonstration teaching within the framework of the small area staff meeting for purposes of problem solving. Again, evidence indicates that the latter is almost never done in the school systems today. Varied numbers of staff meetings are held, but they are largely administrative. The value of careful planning and participation in experimental programs cannot be overestimated as contributions to the continuing education of teachers. Summer workshops, leadership teams, regular conferences, and consultant help can all provide important support for teachers attempting to initiate a program whose possibilities are as yet unknown.[28] Finally, exchange visits and observations among English teachers should be encouraged in every way possible.

Of course, the foundation of the good program for continuing education is the teachers' systematic completion of advanced college courses and their participation in professional organizations, institutes, and workshops.

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[27]Brett, loc. cit.

[28]James R. Squire and Roger K. Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, 1968), p. 263.

All of these approaches to continuing education have been used successfully in varied, isolated situations for some time. The problem is that school systems have failed to recognize the need for systematic planning of a meaningful, continuing program of such activities that will regularly submit the English teacher to situations in which he will be stimulated to improve himself. Certainly, nothing has been done, in any meaningful sense, on the national level to organize such programs for English teachers. Because of the specific autonomy of the individual school districts in the present system, the true responsibility for continuing education seems logically to fall to school boards and administrators of the particular district. Unfortunately, the nature of the backgrounds of school board members is such that they are not prepared to understand the real needs of their English teachers. Administrators' backgrounds and responsibilities are so general concerning the individual subquality programs in all the departments.

The probable answer to the questions about programs of continuing education for teachers of English is one that seems to have occurred to very few school systems other than some of the larger, wealthier, and more progressive districts. Each system needs to devote considerable effort to the employment of a qualified, competent English supervisor. The continuing education of English teachers is an essential responsibility of supervision and one that has been too long overlooked. The 1963 survey of 7400 English teachers revealed that more than half of the respondents had <u>never</u> had a conference with a special supervisor of English concerning the actual performance, abilities and preparation of the teacher. The English supervisor should have the time and the opportunity to work closely, regularly, with the English teachers. He should not be given the hire-fire duties of an administrator. The supervisor can encourage teachers to promote their own growth by taking

additional college courses, and by individual reading and study. He can plan valuable, in-depth programs of special interest activities, and work in professional organizations. He can plan extensive orientation programs for new English teachers as a logical introduction to the program of continuing education. Armed with information about potential needs and interests of English teachers, the supervisor can take the initiative and approach college English and education departments concerning possible course offerings for evenings, Saturdays, and summers. He can also screen the sequence of extension courses completed by the English teachers to assure their relevance to the teacher's assignment. Finally, the supervisor can support and encourage any efforts of the school system's administrators to meet the responsibilities in continuing education for which they are best qualified--salary increments, sabbatical leaves, stipends for summer study, and released time.[29]

In addition to the rather isolated, relatively unorganized attempts of individuals and school systems to develop programs of continuing education, Project English established, in 1964, a curriculum study center to study the problems and directions related to programs of continuing education. The Illinois Statewide Curriculum Study Center in the Preparation of English Teachers is the only Project English Curriculum Center devoting itself to preparation of curricula for teachers of English. It is a five-year cooperative research project involving twenty colleges and universities, all of which are in Illinois. ISCPET is jointly supported by a contract with the U.S. Office of Education and by local institutional funds. It started August 1, 1964. ISCPET announces the following as its most urgent goals:

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[29]Sue M. Brett (ed.) Supervision of English -- Grades K-12 (Champaign, Ill.: National Council of Teachers of English, 1965), pp. 3-27.

1. To focus instruction in English on language, composition, and literature
2. To educate teachers to the developmental and sequential nature of English study and institute a national program for articulation
3. To improve present preparatory programs for teachers of English
4. To improve the preparation of practicing teachers of English

When the work of ISCPET is finished, and all of its projects and findings are collected, studied, and summarized, surely some enlightening ideas will be made available concerning the improvement of programs of continuing education. Surely this study will help to establish guidelines for the most helpful kinds of supplementary preparation (refresher courses, professional activities) for the experienced secondary teachers who have been long absent from college classrooms and the once-prepared teacher who has had no recent teaching experience.[30]

In September, 1968, ISCPET published the results of one very important study completed at Western Illinois University. The details of this report are readily available, but in summary, the report concludes that extension courses are important agencies in re-education of practicing English teachers. The study demonstrated that nearly all of the English teachers participating in the study changed their performance due to one or more of the subject areas studied in the experimental extension course. The study demonstrates that there is a clear mandate for colleges and universities to update and re-educate their previously trained

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[30]Raymond D. Crisp (ed.), Issues in the Preparation of Teachers of English (Urbana, Ill.: Illinois Statewide Curriculum Study Center in the Preparation of Secondary School English Teachers, 1967), pp. 2-5.

English teachers. The study offers specific suggestions as to how the colleges must plan the extension courses to offer the most recent developments in linguistics, composition, adolescent literature, reading, oral interpretation, and other empirically demonstrated teacher needs. The study also demonstrates the need for funding agencies, like the U.S. Office of Education, to cast support to the institutions who desire to offer such extension courses for English teachers.[31]

ISCPET has also developed a set of six rating scales for teachers based upon commonly accepted teacher competencies. By the end of his first year as a full-time teacher of secondary English, each person will have been evaluated concerning his actual competencies six times--twice by himself, thrice by supervisory personnel, and once by an administrator--on essentially the same criteria. Data coming from this series of ratings on each English teacher should yield some extremely valuable conclusions about teacher inadequacies and directions for continuing education.[32]

In view of the many ideas concerning continuing education of English teachers which have been discussed in

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[31]Alfred J. Lindsey and Thomas Filson, A Study Involving Development, Teaching and Evaluation of the Results of a Course for Teachers Inservice Devoted to the Practical Application of Linguistics, of Principles of Composition and of Various Approaches to the Teaching of the Slow Learner, an Interim Report of USOE Project Number HE-145, ISCPET Subcontract Number SS-20-1-65 (Urbana, Ill.: Illinois Statewide Curriculum Study Center in the Preparation of Secondary School English Teachers, 1968), pp. 11-12.

[32]Crisp (ed.), op. cit., p. 8.

this paper, one can easily see the rationale behind the advancement of seven major recommendations for action by national, state, and local authorities. The hypothesis of this is that no matter how sound the curriculum in English, no matter how improved the textbooks, no matter how bright the students, the programs in English will be no better than the teachers who direct them. The content and instructional needs of the English teachers must be met in the school systems if quality of instruction is to improve. The following recommendations for the future were published by the Committee on National Interest of the National Council of Teachers of English in 1964, after a thorough study of the problem of continuing education of English teachers.[33]

1. A massive program of carefully planned summer and year-round institutes on the content of English is necessary to improve the basic competency in English of the majority of elementary and secondary teachers now assigned to teach in the subject.

2. Development of institutes and workshops on the specialized methods required for teaching English is important in improving English teaching in elementary and secondary schools.

3. Adequate supervisory and consultant services must be provided to offer continuing leadership.

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[33] Committee on National Interest, The National Interest and The Continuing Education of Teachers of English (Champaign, Ill.: National Council of Teachers of English, 1964), pp. 167-175.

4. Workshops and institutes planned by school districts should provide greater opportunity for elementary and secondary teachers to study the teaching of English.

5. School districts should offer appropriate incentives to encourage each teacher to continue his education in English and in English education.

6. A professional library of magazines, books and teaching aids on aspects of English and the teaching of English should be available to teachers in every elementary and secondary school.

7. School administration should encourage teacher membership and participation in local, state, and national professional subject matter organizations which are concerned with the teaching of English.

VOCATIONAL GUIDANCE -- A PILOT SEMINAR

Howard Avery and Carl Green

As participants in the Illinois State Program of Vocational Guidance, sponsored by the Vocational and Technical Division of the State Board of Vocational Education and Rehabilitation, an increasing number of public schools are identifying a member of their professional staff as a "vocational guidance coordinator". During the 1967-68 school year, seventy-nine high schools, thirteen secondary area vocational centers, and fourteen junior colleges in Illinois participated in the State Program. The vocational guidance coordinator is being charged with the responsibility of emphasizing the vocational aspects of the local program of guidance services.

Information about the vocational aspects of guidance and vocational and technical education is needed for vocational guidance coordinators in particular, and school counselors in general. In an effort to help meet the need, a pilot vocational guidance seminar for college credit was conducted in the summer of 1968 by the Illinois Board of Vocational Education and Rehabilitation, Eastern Illinois Development and Service Unit, and Eastern Illinois University. Personnel of the State Board and representatives from other agencies discussed the many state requirements and opportunities for vocational and technical occupations.

The seminar was organized to include the following topics and activities:

1. Illinois State Program of Vocational Guidance -- philosophy and purpose for funding local school programs of vocational guidance. Procedures for approval of vocational guidance coordinators and for approval of vocational guidance programs. Role and function of the vocational guidance coordinator.

2. Organizing and Implementing Local School Vocational Guidance Program -- identification of vocational guidance activities that constitute a local school program and the ways and means of conducting these activities.

3. Illinois State Program of Vocational and Technical Education -- the State Plan for Vocational Education, the State Board of Vocational Education and Rehabilitation, the Vocational and Technical Education Division, as related to local programs of vocational and technical education--secondary, post-secondary, adult, and special needs.

4. Vocational Education Legislation -- review of Federal Acts and State legislation (past, present, and proposed) that supports, improves and extends vocational education and vocational guidance.

5. Youth Services of Local, State, and Federal Agencies -- orientation to some of the public and privately supported agencies that currently provide youth services complementary to the public school programs of education, occupational training, and guidance.

6. Orientation to Occupations and the World of Work--field trip to business and industry, speakers representing management and labor, audio-visual materials, and other media appropriate to realistic orientation to occupations and the world of work.

7. Intradisciplinary Seminars -- the concluding hours at the end of each week of the Seminar provided a time for a general discussion of issues and activities of particular interest to the participants. This

period of time provided an opportunity for an evaluation of the Seminar program.

8. Development of a Local School Vocational Guidance Program (Seminar Project) -- during the two weeks of the Seminar, each participant developed a proposed program of vocational guidance services for the school in which he or she was employed. The format for the proposed program paralleled the requirements for an approved program under the Illinois State Plan for Vocational Education.

At the end of the two weeks each of the twelve participants wrote an evaluation of the seminar. In general, the evaluation was that the seminar was very worthwhile and that more information regarding requirements and opportunities is needed by counselors.

Proposed Seminars for 1969

It is proposed that the Division of Vocational and Technical Education cooperate with state-supported colleges and universities in Illinois in the establishment and funding of six two-week Vocational Guidance Seminars to be held at six different institutions during the summer of 1969. Approximately 120 local school guidance personnel could thus receive orientation to vocational education and assistance related to conducting vocational guidance activities. An effort is being made to locate the proposed seminars at the following institutions: Northern Illinois University, Chicago State College, Western Illinois University, Illinois State University, Eastern Illinois University, and Southern Illinois University

Also, a pilot Vocational Guidance Seminar for junior college personnel is proposed for the summer of 1969 at the University of Illinois. This would be a two-week seminar encompassing activities and subject matter to be developed by an ad hoc committee of persons knowledgeable about vocational guidance services desirable for the junior colleges.

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SAVE THIS DATE!

Saturday, April 12, 1969, is the date for the first Drive-In Conference sponsored by the Illinois Guidance and Personnel Association at the Holiday Inn East in Springfield, Illinois.

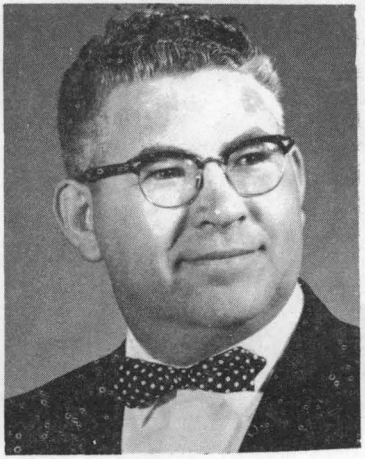
Anyone interested in the topic of "Hear It Like It is -- A Challenge to Counselors," is welcome to attend the conference scheduled from 9:30 to 2:30.

MEET THE AUTHORS

Dr. Taylor is currently teaching in the field of Elementary Education at Eastern Illinois University. He has his doctorate from Florida State University and will take up duties in the Department of Administration at Eastern in September.

Dr. Swope is Director of the School of Home Economics at Eastern Illinois University. Mrs. Swope holds the Ed.D. from Columbia University. She is a nationally recognized leader in Home Economics.

Mr. Leathers, besides being associate editor of the Journal, is coordinator for English and holds a joint appointment in the Department of English and the Faculty for Professional Education. He has a master's degree from Indiana State University and is continuing graduate study there.



Dr. Carl Green is an associate professor in the Department of Educational Psychology and Guidance in the Faculty for Professional Education. Vocational guidance is a special area of interest for him.

Mr. Howard Avery is Vocational Guidance Consultant with the Vocational and Technical Division of the Board of Vocational Education and Rehabilitation in Springfield, Illinois.

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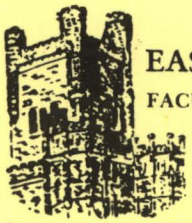
SUMMER SESSION CALENDAR

Monday, June 9 -- Registration
Tuesday, June 10 -- Classes Begin
Monday, June 23 -- Graduate Registration Day
Tuesday, June 24 -- Graduate Classes Begin
Tuesday, July 1 -- Last Day to Apply for Summer Quarter Graduation
Friday, July 4 -- Independence Day
Tuesday, July 15 -- Constitution Examination
Friday, July 18 -- Last Date for Application for Certification
Wednesday, Thursday, Friday, Saturday, August 13, 14, 15, 16 -- Examinations
Thursday, August 14 -- Commencement
Monday, August 18 -- Quarter Closes



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